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Fall 9-1-2022

### EDEC 434.01: Social Emotional Development & Child Guidance

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**Semester:** Fall 2022  
**Meeting:** ED 147 Tuesdays 2:00 – 3:50 PM  
**Course credits:** Three credits  
**Instructor name:** Danielle Bailey



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The Séliš-Q̓ispé Cultural Committee created the language, *"The University of Montana acknowledges that we are in the aboriginal territories of the Salish and Kalispel people, a number of whom may be present with us today in our course. Today, we honor the path they have always shown us in caring for this place for the generations to come."*

## Course Description

This course examines social and emotional development in young children and child guidance models for P-3 classrooms. Students will examine the development, components, and influences of social competence in the early childhood years, universal design, positive guidance techniques, challenging behaviors, functional assessments, and positive support plans. Students will develop skills in using positive guidance and management techniques while enhancing children's self-esteem and developing children's pro-social skills. Our course will be delivered in a face-to-face format. LAB preschool practicum is a course requirement.

- Texts**
- Bailey, B. (2015). [Conscious Discipline: Building Resilient Classrooms: Expanded and Updated](#). Oveida, FL: Loving Guidance, Inc, 48(7), 606-616.
- Resources**
- **Website:** [Conscious Discipline](#)
  - **Podcast:** [Real Talk for Real Teachers: Conscious Discipline](#)
  - **Website:** [Montana Early Learning Standards](#)
  - **Website:** [Montana Social Emotional Learning \(SEL\) Competencies](#)
  - **Website:** [SEL KERNALS for Learning](#)

## Learning Outcomes

Students who have successfully completed this course will be able to...

1. Identify and apply strategies for building positive relationships with and between children, families, and colleagues.
2. Identify, evaluate, and create learning environments and adult-child interactions that support children's social relationships, emotional and behavioral health, and self-regulation.

3. Describe and enact evidence-based, systematic teaching strategies that support children's social and emotional development and prevent and address challenging behaviors.
4. Assess the form and function of children's challenging behaviors, develop individual behavior support plans based on the information collected, and engage in ongoing formative assessment of children's progress.
5. Identify and plan collaboration with families when promoting social and emotional development and preventing and addressing challenging behaviors.
6. Identify critical components of a program-wide system of positive behavior support.
7. Explain that high quality practices promoting social and emotional development include being sensitive to and incorporating children's cultural and linguistic diversity

## NAEYC and Montana ECE Standards

As a required course for the Early Childhood Education Endorsement Program, this course is designed to prepare students for professional competencies which have been endorsed by the NAEYC, and align with InTASC standards for accreditation. This course attends to and introduces each of the following standards:

NAEYC Standard	InTASC	Assessment Opportunities
<p><b>NAEYC Standard 1</b> <i>Promoting Child Development and Learning:</i> 1a, 1b, 1c, 1d</p>	<p><b>Standard #4</b> Content Knowledge</p>	<ul style="list-style-type: none"> <li>● Weekly Reading, Practical and Observation Assignments</li> <li>● Conscious Discipline Skills Reflection #1, #2, #3</li> </ul>
<p><b>NAEYC Standard 2</b> <i>Building Family and Community Relationships:</i> 2a, 2b, 2c</p>	<p><b>Standard #4</b> Content Knowledge</p>	<ul style="list-style-type: none"> <li>● Conscious Discipline Implementation Guide and Reflection</li> <li>● Conscious Discipline Skills Reflection #1, #2, #3</li> </ul>
<p><b>NAEYC Standard 3</b> <i>Child Observation, Documentation, and Assessment</i> 3a, 3b, 3c, 3d</p>	<p><b>Standard #3</b> Learning Environments <b>Standard #6</b> Assessment</p>	<ul style="list-style-type: none"> <li>● SEL Lesson Plans and Reflection</li> </ul>
<p><b>NAEYC Standard 4</b> <i>Using Developmentally Effective Approaches to Connect with Children and Families:</i> 4a, 4b, 4c, 4d</p>	<p><b>Standard #7</b> Planning for Instruction <b>Standard #8</b> Instructional Strategies</p>	<ul style="list-style-type: none"> <li>● Conscious Discipline Implementation Guide and Reflection</li> <li>● Conscious Discipline Skills Reflection #1, #2, #3</li> <li>● Summative Reflection and Commitments</li> </ul>

<p><b>NAEYC Standard 5</b> Using Content Knowledge to Build Meaningful Curriculum: 5c</p>	<p><b>Standard #5</b> Application of Content local and global issues.</p>	<ul style="list-style-type: none"> <li>● Conscious Discipline Implementation Guide and Reflection</li> <li>● Conscious Discipline Skills Reflection #1, #2, #3</li> <li>● Summative Reflection and Commitments</li> </ul>
<p><b>NAEYC Standard 6</b> Professionalism as an Early Childhood Educator 6c, 6d, 6e</p>	<p><b>Standard #9</b> Professional Learning and Ethical Practice</p> <p><b>Standard #10:</b> Leadership and Collaboration</p>	<ul style="list-style-type: none"> <li>● Conscious Discipline Implementation Guide and Reflection</li> <li>● Summative Reflection and Commitment</li> </ul>

## Course Assignments

Student Success Criteria	Assessment Opportunities
<p>1. I can identify and apply strategies for building positive relationships with and between children, families, and colleagues.</p>	<ul style="list-style-type: none"> <li>● Weekly Reading, Practical and Observation Assignments</li> <li>● Conscious Discipline Skills Reflection #1, #2, #3</li> <li>● Conscious Discipline Implementation Guide and Reflection</li> <li>● Summative Reflection and Commitments</li> </ul>
<p>2. I can identify, evaluate, and create learning environments and adult-child interactions that support children's social relationships, emotional and behavioral health, and self-regulation.</p>	<ul style="list-style-type: none"> <li>● Weekly Reading, Practical and Observation Assignments</li> <li>● Conscious Discipline Skills Reflection #1, #2, #3</li> </ul>
<p>3. I can describe and enact evidence-based, systematic teaching strategies that support children's social and emotional development and prevent and address challenging behaviors.</p>	<ul style="list-style-type: none"> <li>● Conscious Discipline Implementation Guide and Reflection</li> <li>● Conscious Discipline Skills Reflection #1, #2, #3</li> </ul>

	<ul style="list-style-type: none"> <li>● Summative Reflection and Commitments</li> </ul>
4. I can assess the form and function of children's challenging behaviors, develop individual behavior support plans based on the information collected, and engage in ongoing formative assessment of children's progress.	<ul style="list-style-type: none"> <li>● Weekly Reading, Practical and Observation Assignments</li> </ul>
5. I can identify and plan for collaboration with families when promoting social and emotional development and preventing and addressing challenging behaviors.	<ul style="list-style-type: none"> <li>● Conscious Discipline Implementation Guide and Reflection</li> <li>● Conscious Discipline Skills Reflection #1, #2, #3</li> </ul>
6. I can identify and apply critical components of a program-wide system of positive behavior supports.	<ul style="list-style-type: none"> <li>● Conscious Discipline Skills Reflection #1, #2, #3</li> </ul>
7. I can explain that high quality practices promoting social and emotional development include being sensitive to and incorporating children's cultural and linguistic diversity.	<ul style="list-style-type: none"> <li>● Conscious Discipline Skills Reflection #1, #2, #3</li> </ul>

## Grading Scale for Your Final Course Grade, Based on Weighted Assignments

A = 95-100%	A- = 90-94%	B+ = 87-89	B = 84-86%	B- = 80-83%	C+ = 77-79
C = 74-76%	C- = 70-73%	D+ = 67-69%	D = 64-66%	D- = 60-63%	F < 60%

**1. Participation (10% Course Grade):** You are expected to fully participate in class activities. A significant component of our class content relies on working collaboratively within your teaching teams and feedback from your ECE cohort peers. In the event that our face-to-face class is moved online participation may be in the form of discussion boards or other virtual zoom activities. Participation will be graded not only based on "attendance" but on preparedness and active engagement with content.

**2. Weekly Reading, Practical and Observation Assignments (30% Course Grade):** Weekly assignments provide practitioner-focused time to make meaning from course readings, videos, and eLearning activities. Assignments vary and may include lesson plan development, practicum observation of activities with children, reflection, action plan, graphic organizers, and practice using skills in LAB. Weekly assignments are broken up by type and described in more detail below. Points vary based on the weekly content with some assignments weighted more than others.

- **Reading Assignments:** In this course you will complete required readings. At times, you will synthesize your thoughts from the readings in reflections either submitted online or brought to our class meeting.
- **Practical Assignments:** In this course you will complete assignments that are very practitioner-oriented. These help you build your portfolio of resources for your work as an educator. Examples include actions plans, preparing cue cards and other materials, creating schedules, routines, and activity matrices.
- **LAB Observation and Reflection:** This course has an embedded LAB Preschool component. Throughout the semester you will be asked to complete assignments associated with course content that are associated with your practicum setting. These assignments will require communication with your mentor teacher and course instructor.

**3. Conscious Discipline (CD) Skills Reflection #1, #2, #3 (30% Course Grade):** Becoming a better educator is a never-ending journey. The CD Skills Reflection assignment gives you an opportunity to prepare action plans for each third of the course. Through your action plans you will have the opportunity to demonstrate and intentionally plan for competencies addressed in each learning session of this course. For each submission you will not only complete the inventory but submit a corresponding reflection. Each CD Skills Reflection is worth 10% of the total course grade. A rubric with success criteria for each CD Skills Reflection #1, #2, #3 will be provided. The CD Skills Rubric and can be found in the [Free Resources section of the Conscious Discipline Website](#).

**4. Conscious Discipline (CD) Personal Implementation Guide (20% Course Grade):** You will complete the full CD Personal Implementation guide for your LAB classroom. The guide will be completed in three segments and revisited throughout the semester. Individually you will be responsible for preparing and supporting a minimum of two unique CD lessons/routines in your LAB classroom. These lessons/routines will be based on your CD Personal Implementation Guide. A planning template and corresponding rubric with success criteria will be provided. The [CD Personal Implementation Guide can be found in the Free Resources section of the Conscious Discipline Website](#). Your planning template will be submitted pre-classroom implementation to both the course instructor and mentor teacher at least one week in advance to be discussed during the Friday LAB seminar. A reflection on the overall implementation guide will be submitted post-classroom implementation.

**5. Final Reflections and Commitments (10% Course Grade):** Becoming a better educator is a never-ending journey. Due to the nature of transformational change, Conscious Discipline takes a few years to feel integrated and natural. By the end of the semester you will have only just begun your transformation into a Conscious Discipline teacher. Old skills will die off, sometimes kicking and screaming as new skills replace them! As a final assignment, you will respond to guided prompts to reflect upon your overall journey thus far. You will then create an action plan of short- and long-term goals for yourself moving forward in your education and career. A template and rubric with success criteria will be provided.

## Course Agreements

**1. Moodle Course Shell:** You are expected to visit the course website frequently and to submit weekly assignments within articulated time frames. Typically, learning sessions will be open two weeks in advance, since the associated resources, and activities are tied with specific lesson content.

**2. Late Work:** All assignments are due NLT Monday at midnight prior to our class session. Acceptance and grading for any assignment submitted late is at the discretion of the instructor and based on prior approval. If late assignments are accepted, they will incur a 10% deduction of points possible for each day late, up to three days late.

**3. Written Expression:** All written assignments that are submitted must be clear, concise, grammatically correct, and free from errors in spelling and punctuation. Similarly, online postings may be conversational but must be written in complete sentences with accurate punctuation. Your work should demonstrate creativity as well as depth of understanding of the topic. Please avoid overly vague generalizations and provide specific examples with detail and elaboration in all work. Drafts may be submitted prior to the due date for general feedback. The earlier you submit a draft, the more detailed your feedback. For final submissions, professional writing is expected, following APA (7<sup>th</sup> ed.) format. Because your responsibility as a professional includes articulate communication of issues in the field, clarity and accuracy in writing will be required for full credit on all graded written assignments. (See Summary of NAEYC Standards, Advanced, 2010.)

#### **4. Time Commitment**

- **Face to Face:** Students should plan to spend 2 hours per week for our scheduled face to face meeting time. As our course is technically 3 credits, there is a reduced face to face meeting time to account for additional “outside class” preparation related to larger culminating assignments embedded within your LAB practicum experience. This is commensurate with the 15 hours per credit hour of contact time required during the face-face semester (3-credit class x 15 hours = 45 hours for a 3-credit class).

- **Outside of Class:** Beyond our required face to face course meeting, there is an expectation of an additional 1-2 hours of homework each week per credit hour (3 credits = additional 3-6 hours per week). This time accounts for completing the activities and responses in each learning session, with additional time for larger assignments as needed. Basically, you can anticipate a 3-6 hour homework requirement (based on the point in the semester) where you will be completing readings, watching video content, summative reflections and/or knowledge checks. Remember, you do not have a textbook so your required “readings” are a combination of activities.

**5. Accommodations:** Your experience in this class is important, and it is the policy and practice of the University of Montana and the College of Education to create inclusive and accessible learning environments consistent with federal and state law. If you experience barriers based on disability, please seek a meeting with [Disability Services for Students](#) to discuss and address them. You may find them in Lommasson Center 154 or call 406.243.2243. If you have already established accommodations with Disability Services for Students, please communicate your approved accommodations to your instructor at your earliest convenience so we can discuss your needs in this course.

**Academic Honesty:** All students must practice academic honesty. Academic misconduct is subject to an academic penalty by the course instructor and/or a disciplinary sanction by the University. All students should be familiar with the Student Conduct Code. The code is available for review online at <http://www.umt.edu/SA/VPSA/index.cfm/page/1321>.

## **Course Learning and Conceptual Framework**



**P-3 Course Learning Framework:** The content of this course lends itself specifically to identifying, applying, and reflecting and there will be many opportunities to engage in all these practices throughout the course. Students will see this information presented in a variety of ways to enhance learning.

- **Identify** = Gain knowledge intentional teaching practices through information presented in a variety of ways that include readings, video, practicum observations, and case scenarios.
- **Apply** = Set goals, plan, implement strategies. Apply can also involve enacting knowledge within the context of “in class” activities
- **Reflect** = Observe your practice, assess, analyze, plan for change



**College of Education, Department of Teaching and Learning**

**Conceptual Framework:** The following Themes of a Learning Community are provided for an understanding of the College’s conceptual framework for professional education programs.

- **Integration of Ideas**

Members of a learning community look beyond the traditionally segmented curriculum and think creatively about the interrelationships among subject areas. They work with a variety of fields of study and search for unifying themes that cross disciplinary lines. There is an emphasis on explaining realities and dealing with actual problems in contextual learning situations.

- **Cooperative Endeavors**

In a learning community, knowing and learning are viewed as communal acts, and all members can learn from each other. There is a commitment to engage all learners cognitively and emotionally in acquiring and sharing knowledge that is personally meaningful. In the process, members create a culture that encourages personal responsibility and active commitment to the group and its learning goals.

- **Respect for Diversity and Individual Worth**

By definition, a learning community embraces diversity, requiring and valuing the input of all voices present. The ethics of care and mutual respect are viewed as essential for supportive learning environments that enhance each member’s self-esteem and foster risk-taking, creative conflict, and excellence.

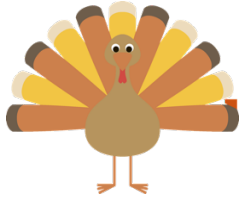
**Please note:** This document serves as a guide. I welcome student input and reserve the right to adjust this guide as the semester proceeds. Changes will be written and distributed to the class.

## EDEC 434 Course Schedule



Learning Session	Success Criteria	Learning Opportunities	
Week 1 8/3	<ul style="list-style-type: none"> <li>I can describe Conscious Discipline.</li> <li>I can reflect on my previous assumptions.</li> </ul>	<b>Identify</b>	<ul style="list-style-type: none"> <li>After Class: Read Chapter 1: Introduction to Conscious Discipline</li> </ul>
		<b>Apply</b>	<ul style="list-style-type: none"> <li>In Class: Course description, success criteria, syllabus, agreements</li> </ul>
		<b>Reflect</b>	<ul style="list-style-type: none"> <li>In Class: Reflect on Traditional Discipline vs. Conscious Discipline</li> </ul>
Week 2 9/6	<ul style="list-style-type: none"> <li>I can gain an understanding of the Brain State Model.</li> <li>I can assess my own, as well as a child's, internal states.</li> </ul>	<b>Identify</b>	<ul style="list-style-type: none"> <li><b>Prior to Class:</b> Read Chapter 2: Conscious Discipline Brain State Model</li> </ul>
		<b>Apply</b>	<ul style="list-style-type: none"> <li>In Class: Executive State, Emotional State, Survival State.</li> <li>In Class: Brain Smart Classrooms</li> </ul>
		<b>Reflect</b>	<ul style="list-style-type: none"> <li>Prior to Class: Complete Moodle Assignment #1</li> </ul>
Week 3 9/13	<ul style="list-style-type: none"> <li>I can describe a school family.</li> </ul>	<b>Identify</b>	<ul style="list-style-type: none"> <li><b>Prior to Class: Read Chapter 3: School Family</b></li> </ul>
		<b>Apply</b>	<ul style="list-style-type: none"> <li>In Class: Healthy Family Model, School Family</li> </ul>
		<b>Reflect</b>	<ul style="list-style-type: none"> <li><b>Due Today Online:</b> <a href="#">CD Skills Reflection #1</a></li> </ul>
Week 4 9/20	<ul style="list-style-type: none"> <li>I can</li> </ul>	<b>Identify</b>	<ul style="list-style-type: none"> <li><b>Prior to Class:</b></li> </ul>
		<b>Apply</b>	<ul style="list-style-type: none"> <li></li> </ul>
		<b>Reflect</b>	<ul style="list-style-type: none"> <li><b>Due Today Online:</b> <a href="#">CD Implementation Guide: Routines, Brain Start Smart, Rituals and Brain Breaks</a></li> </ul>
Week 5 9/27	<ul style="list-style-type: none"> <li>I can</li> </ul>	<b>Identify</b>	<ul style="list-style-type: none"> <li><b>Prior to Class:</b></li> </ul>
		<b>Apply</b>	<ul style="list-style-type: none"> <li></li> </ul>
		<b>Reflect</b>	<ul style="list-style-type: none"> <li></li> </ul>

Week 6 10/4	● I can	Identify	● Prior to Class: ●
		Apply	
		Reflect	● Due Today Online: <i>CD Implementation Guide: Skills and Structures</i>
Week 7 10/11	● I can	Identify	● Prior to Class: ●
		Apply	●
		Reflect	● Due Today Online: <i>CD Skills Reflection #2</i>
Week 8 10/18		Identify	● Prior to Class: ●
		Apply	
		Reflect	● Due Today Online: <i>CD Implementation Guide Integration into Curriculum</i>
Week 9 10/25		Identify	● Prior to Class:
		Apply	
		Reflect	● Due Today Online:
Week 10 11/1		Identify	● Prior to Class:
		Apply	
		Reflect	
Week 11 11/8		Identify	● Prior to Class:
		Apply	
		Reflect	
Week 12 11/15		Identify	● Prior to Class:
		Apply	

		<b>Reflect</b>	<ul style="list-style-type: none"> <li>● <b>Due Today Online: Online: CD Skills Reflection #3</b></li> </ul>
Week 13 11/22	 <p><b>Alternative Class for Turkey Week</b></p>	<b>Identify</b>	<ul style="list-style-type: none"> <li>● <b>Prior to Class:</b></li> </ul>
		<b>Apply</b>	
		<b>Reflect</b>	<ul style="list-style-type: none"> <li>●</li> </ul>
Week 14 11/29		<b>Identify</b>	<ul style="list-style-type: none"> <li>● <b>Prior to Class:</b></li> </ul>
		<b>Apply</b>	
		<b>Reflect</b>	<ul style="list-style-type: none"> <li>●</li> </ul>
Week 15 12/6		<b>Identify</b>	<ul style="list-style-type: none"> <li>● <b>Prior to Class:</b></li> </ul>
		<b>Apply</b>	
		<b>Reflect</b>	<ul style="list-style-type: none"> <li>● <b>Due Today Online: CD Implementation Guide Reflections</b></li> </ul>
<b>Finals Week: Due Online Tuesday December 13, NLT Midnight: Online:</b> <ul style="list-style-type: none"> <li>● <b>Final Reflections and Commitments (Based on overall Conscious Discipline Skills Rubric Reflections)</b></li> </ul>			